DOCUMENT RESUME

ED 143 067 24 EA 009 766

TITLE Educational Programs for Transferring Success in New York State. Programs That Work. Part C. Title IV 1976-77.
INSTITUTION New York State Education Dept., Albany.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE [76]
NOTE 13p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Curriculum Development; *Demonstration Programs; *Educational Innovation; Elementary Secondary Education; Federal Programs; Mathematics Instruction; *Program Descriptions; Reading Instruction; Special Education
IDENTIFIERS *Elementary Secondary Education Act Title IV C; New York

ABSTRACT

This booklet presents brief descriptions of 13 demonstration projects developed by school districts and other educational organizations in New York, using funds granted under Title IV-C of the Elementary Secondary Education Act. Each of the program descriptions includes the title of the demonstration project, a brief discussion of the project and its objectives, a list of the services available to other interested school districts, and the name and address of a person to contact for further information about the project. (JG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED143067

PROGRAMS THAT WORK

EDUCATIONAL PROGRAMS FOR TRANSFERRING SUCCESS IN NEW YORK STATE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TITLE IV 1976-77

EA 009 766

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division Of ESC General Program Planning
Albany, New York 12234

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University (with years when terms expire)

1981 Theodore M. Black, A.B., Litt.D., LL.D., Pd.D., D.C.L., L.H.D
Chancellor ----------Sands Point
1987 Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D.
Vice Chancellor ----------Purchase
1978 Alexander J. Allan, Jr., LL.D., Litt.D.----------Troy
1981 Joseph C. Indelicato, M.D., L.H.D. ----------Brooklyn
1986 Kenneth B. Clark, A.B., M.S., Ph.D., L.L.D., L.H.D., D.Sc.----------Hastings on Hudson
1983 Harold E. Newcomb, B.A.----------Owego
1988 Willard A. Genrich, LL.B., L.H.D., LL.D.----------Buffalo
1982 Emlyn I. Griffith, A.B., J.D. ----------Rome
1977 Genevieve S. Klein, B.S., M.A. ----------Bayside
1981 William Jovanovich, A.B., LL.D., Litt.D., L.H.D.----------Briarcliff Manor
1983 Mary Alice Kendall, B.S. ----------Irondequoit
1984 Jorge L. Batista, B.A., J.D. ----------Bronx
1982 Louis E. Yavner, LL.B. ----------New York
1979 Laura B. Chodos, B.A., M.A. ----------Clifton Park
1980 Martin C. Barell, B.A., I.A., LL.B. ----------Great Neck

President of The University and Commissioner of Education
Ewald B. Nyquist

Executive Deputy Commissioner of Education
Gordon M. Ambach

Deputy Commissioner for Elementary, Secondary and Continuing Education
Thomas D. Sheldon

Assistant Commissioner for Elementary, Secondary and Continuing Education
Research Planning
John W. Polley

Director, Division of ESC Education Program Planning, Field Services
John J. Murphy

Director, Division of ESC Education Program Planning, General
Mark B. Scurrah

Coordinator of Innovative Education Planning and Title IV, Part C
Taylor D. Hall

This publication was printed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare, E.S.E.A. Title IV, Part C.

PROJECTS THAT WORK

Educational Programs For Transferring Success

In New York State

School districts looking for improved ways to solve their educational problems may well find at least partial answers and help from 13 pioneering demonstrators that have proven programs already in operation.

These demonstrators were recently launched under funds from ESEA Title IV-C in the first of a series of steps known as "Transferring Success," an operation sponsored by the New York State Education Department.

During the 1976-77 school year, each demonstrator plans to have districts not only aware of their programs, but, well on the way to putting the program into their own school. Title IV-C funds will be available to help defray some of the start-up costs in the first year of adaptation.

Take a moment to scan the brief descriptions of the demonstrator projects which follow. If you are interested in more information on the project, please contact the person identified. If you are serious about adaptation and want to know more about Title IV-C and the Transferring Success process, contact Dr. Muhammad Khan, Program Manager of Transferring Success, Division of ESC General Program Planning, Room 860 EBA, New York State Education Department, Washington Avenue, Albany, NY 12234, Telephone: (518) 474-2380.

Project Title: Integrating Reading Instruction Into Content Areas - SED #13051

Contact Person: Starr Canestraro, East Syracuse-Minoa Schools, Administration Building, 407 Fremont Road, East Syracuse, NY 13057
Telephone: (315) 656-7201

Project Description

This project was introduced as a solution to the common concern that subject-matter specialists do not teach reading skills as a part of their regular classroom instruction. Content area reading instruction in Grades 6-12 takes place within the academic areas of language arts, social studies, science and mathematics, with subject area teachers instructing youngsters in those reading-study skills they see as necessary for accomplishing curricular goals with individual students. The program has been essentially a staff development program.

Three objectives were pursued in the order listed: (1) to develop the local reading staff's competence as teacher trainers; (2) to develop the subject-area teachers' competence in providing reading instruction as a part of their curriculum; and (3) to develop students' competence in reading, especially content area materials. This program serves as a developmental reading program for all students. It is not designed for remedial students.

Services Available

Project awareness materials will be available to interested school districts. A one-half day awareness visit to the demonstration site will be offered to interested schools. Awareness visitations will be scheduled one day each month for purposes of becoming acquainted with East Syracuse-Minoa's program and its organization.

Indepth orientation and inservice will be provided to program leaders of school districts wishing to replicate this program. In-service will consist of four weeks of direct training with two weeks devoted to learning methodology, one week to leadership training, and another to implementation and organizational strategies. Consultation sessions will be held in the replicating school districts. All services will be provided on a first come, first served basis.

* * *

Project Title: The English Skills Program (ESP) - SED #13052

Contact Person: Amerigo Ranaldi, Newburgh Free Academy, Fullerton Avenue, Newburgh, NY 12550
Telephone: (914) 561-8500, Ext. 223
(Reading Center, Ext. 217)

Project Description

The English Skills Program offers diagnostic and prescriptive language arts instruction to low achievers in Grades 7-12. With the

English Skills Program, a school can provide communication skills remediation to all low achievers through their regular English classes.

The English Skills Program is available to secondary schools with students who are not competent in the basic skills of communication. It is especially appropriate for schools which seek a program for students who do not meet New York State reading competency requirements.

Services Available

The following services are available to interested school districts on a first come, first served basis: demonstrations on site, teacher's manual, replication planning, descriptive inventory, in-service training, curriculum materials, instructional materials, site assessment, and follow-up assistance.

* * *

Project Title: Graphics Expression Reading Improvement System (GERIS) - SED #13053

Contact Person: Dorothy Dietrich, Uniondale Union Free School District, California Avenue School, California Avenue, Uniondale, NY 11553
Telephone: (516) 485-9800, Ext. 259 or 260

Project Description

The GERIS program is a supplementary reading program for students in Grades 2-9 who are reading one year or more below grade level. The program is designed to improve reading skills and to motivate students who lack interest in reading.

Schools wanting to adopt the program must have additional classroom space, must possess or be willing to acquire a variety of remedial reading materials, and be willing to hire support personnel. Schools must be willing to schedule students for approximately three 45 minute periods.

Services Available

Schools interested in adopting GERIS are welcome to visit the district during the school year. A descriptive folder and booklet, A New Motivation For Learning: The Graphics Expression System, are available. Technical assistance relating to necessary equipment, organizational details, and program ideas is also available. Off-site staff awareness and training, plus follow-up services will be provided on a first come, first served basis.

* * *

Project Title: Center for Multiple Handicapped Children Demonstration Project - SED # 13124

Contact Person: Robert McDonald, Center for Multiple Handicapped Children, 105 East 106th Street, New York, NY 10029
Telephone: (212) 722-0605

Project Description

The Center for Multiple Handicapped Children (CMHC) is the first center established under the Board of Education of the City of New York for the education and habilitation of children with multiple handicaps. Since 1971, the CMHC has offered a multi-disciplinary approach to the education of children with more than one disability. The children who represent a wide range of intellectual abilities, have multiple handicaps which include neurological impairment, physical handicaps, and disabilities in the areas of language, hearing and vision. The project is designed to explore the needs of severely multiple handicapped children in areas of medical care, physical therapy, nutrition and daily living activities. The project is designed to assist in meeting the health needs of all the children at the replicated CMHC in Queens. It also intends to evaluate the curriculum needs at the Model Center in Manhattan by a follow-up of students transferred since 1971 to discover the status of their achievement and current needs.

Services Available

Services such as the following will be available on a first come, first served basis to interested school districts with similar needs: awareness and training materials, on-site demonstration, on-site and off-site training, technical assistance and follow-up services for the replication of project components and/or the establishment of a similar center.

* * *

Project Title: Comprehensive Physical Education Program for the Severely Physically Handicapped - SED # 13125

Contact Person: Nicholas Zona, Project Director, Rochester City School District, 13 South Fitzhugh Street, Rochester, NY 14614 Telephone: (716) 325-4560

Project Description

This demonstration project provides an individually designed physical education program for crippled adolescents as part of a regular Junior-Senior High School program. Major objectives are to provide a teacher training program for replication by other school districts, to disseminate a planning syllabus, to demonstrate instructional materials and equipment, and to promote the physical and mental well-being of severely handicapped students. Program activities include individualized exercises, individual and team games, swimming and driver education. The goals and features of the project are: (1) to stimulate school districts to implement physical education for the severely physically handicapped; (2) to help adopter schools obtain necessary equipment to implement a program; and (3) to provide technical assistance, syllabus, workshop, in-service training and follow-up survey. The goal is to have other districts adopt similar programs for their handicapped students.

Services Available

Services such as the following will be available on a first come, first served basis to interested school districts with similar needs: awareness and training materials, syllabus and instructional materials, on-site demonstration, on-site and off-site staff training, technical assistance and follow-up survey/services.

* * *

Project Title: Diagnostic/Prescriptive Support Services - SED #13126

Contact Person: Joseph Perine, Tompkins/Seneca/Tioga BOCES, 555 Warren Road, Ithaca, NY 14850, Telephone: (607) 257-1551

Project Description

This program is designed to train regular K-3 classroom teachers and administrators in the diagnostic/prescriptive process with the intent of identifying, diagnosing, and remediating learning problems among students in the target population.

The program is directed at children who are experiencing significant learning problems in the regular classroom setting. These children are variously described as "learning disabled" or as "pupils with special educational needs."

The student component includes a screening checklist (experimental form), a computer-based student monitoring format, and a model for the delivery of student services. The teacher/administrator component focuses on the development of a building support team and the use of specific diagnostic and prescriptive tools in the regular classroom.

Services Available

Awareness materials will be available to all interested districts and BOCES. Six hours of awareness and twelve hours of district training in the use of project processes and products will be available to adapter districts on a first come, first served basis. Project materials such as screening checklists, diagnostic records, prescription worksheets, computer forms, and operation guides will be available for a minimal cost. Technical assistance and follow-up services will be available to the replicator districts.

* * *

Project Title: A Retrieval and Redirection Work Oriented Program for CRMD Junior High School Pupils - SED #13127

Contact Person: John Farese, Project Director, 65 Court Street, 8th Floor, Brooklyn, NY 11201, Telephone: (212) 858-5520 or 21

Project Description

The program was designed as an educational-vocational alternative for junior high school educable mental retardates with histories of truancy, academic failure, mild behavior disorder and general educational disinterest. The target population is principally comprised of minority group students from impoverished ghetto communities with disintegrated familial constellations. The program's design employs a work-study approach with students receiving classroom instruction through the implementation of project-developed curricula each morning while working on a part-time basis each afternoon. The work experience is ancillary to the classroom and permits the practical application of habits, attitudes and skills learned in class to a real job situation. Supportive services include student and family counseling, social casework, reading and math remediation, travel training, home visitations and job development.

Services Available

Awareness and training materials will be available to interested school districts with similar needs. Training sessions for administrators, social workers, counselors and other school staff in project organization and management, evaluation and screening process, referral procedures, case work technique, outreach management system, and instructional techniques and materials will be provided on a first come, first served basis. Continued technical assistance and follow-up services will be available to the replicator districts.

* * *

Project Title: Diagnostic Prescriptive Arithmetic Program - SED #13150

Contact Person: Janet Castellano and Matthew Scaffa, Community School District #31, 211 Daniel Low Terrace, Staten Island, NY 10301, Telephone: (212) 447-3637 or 5281

Project Description

The project's goal is to remediate mathematics deficiencies in students through the introduction of a diagnostic prescriptive approach to mathematics instruction. Classroom teachers use the Stanford Diagnostic Arithmetic Test to ascertain an individual student's level of achievement. Once the diagnosis is made, the teacher relies on the Classroom Teacher's Manual which includes: (1) more than 75 activities for counting, place value, addition, subtraction, multiplication and division; (2) a description of a diagnostic prescriptive approach to the teaching of basic arithmetic concepts and skills; (3) record keeping procedures and devices; (4) instructions for designing and developing a variety of teacher-made materials and games; (5) alternative approaches for implementing an individualized activity-oriented program; and (6) a listing of commercial materials used in the program.

Services Available

Awareness and training materials are available to all interested school districts. Teacher training workshop and classroom teacher manuals

will be available on a first come, first served basis. Additional teacher training in diagnostic prescriptive methods, technical assistance, and follow-up services will be provided to the replicator districts.

* * *

Project Title: Redesign for Mathematical Relevancy - SED # 13151

Contact Person: Mary O'Brien, East Syracuse-Minoa Schools, 407 Fremont Road, East Syracuse, NY 13057, Telephone: (315) 656-7201

Project Description

The validated project represents the development of a comprehensive approach to the instruction in mathematics for Grades 3-8. The program represents a constructive compromise between a completely individualized approach to the teaching of mathematics and the whole class method, whereby a teacher attempts to meet needs of students by aiming his/her instruction at a mythical average student. The program has the following six components: staff inservice, behavioral based curriculum guide, pre-post criterion referenced testing program, curriculum involvement management system, building math leader concept and diagnostic team concept.

Services Available

A one-half day awareness visit to the demonstration site is required to see the program in action. Awareness sessions will be scheduled on a first come, first served basis. Training of staff (math coordinator, math supervisor, department chairman, and teachers) will vary according to the components chosen for replication. A thorough needs assessment by the adopter's planning committee will determine the extent of training necessary. A minimum of three-day training is suggested for each component to be replicated. Training will take place after a signed commitment of the district's plan to replicate is received from the Chief School Officer of the adopting district. Technical assistance and follow-up services will be available to the replicating districts.

* * *

Project Title: Project SEARCH - Search for Education Through Arts Related Content and the Humanities - SED # 13152

Contact Person: Angela Elefante, 13 Elizabeth Street, Utica, NY 13501 Telephone: (315) 735-8311, Ext. 18

Project Description

Project SEARCH was designed to accomplish the following tasks: (1) to help teachers acquire curriculum development skills as a result of in-service workshops in order to horizontally and vertically articulate a district-wide curricula, K-12, in all subject areas, highlighting the objectives of Affect, Valuing, a Six Step Thinking Process, Reasoning Skills, Integrated and Performing Arts through an Interdisciplinary Approach to Learning; (2) to enable students to know themselves and become fully responsible persons; (3) to prepare students to cope humanly and effectively

with rapid, continuing technological and sociological change; and (4) to offer learning situations relevant to a pluralistic society in which students learn to collaborate significantly for common goals through humanizing the curriculum. This project's goal is to establish learning experiences which enable students to consider alternative value commitments and consequences of an ultimate choice; to allow for valuing and attitudinal changes; and to develop the ability to synthesize through establishing an interdisciplinary approach to learning.

Services Available

Services such as the following are available on a first come, first served basis: awareness materials and workshops, in-service training opportunities, published materials for implementation and provisional theory instruction including training and audio visual materials to support the validated SEARCH objectives, and continued technical assistance and follow-up services to the replicator districts.

* * *

Project Title: ECOS - Training Institute (Environmental Education Community Opportunity for Stewardship) - SED # 13153

Contact Person: Frank Thompson, 833 Fox Meadow Road, Yorktown Heights, NY 10598, Telephone: (914) 245-4009

Project Description

ECOS Training Institute offers three day workshops in a process of curriculum design. This process has interdynamic elements: educational change, community-school cooperation, infusion, evaluation, and diffusion. Through infusion, new educational priorities, without a discipline of their own, can be integrated into the basic school program. For instance, using the ECOS process, schools have used environmental and career education to teach reading, math, science, and social studies. Rather than "adding on" another course, the basic program is enhanced at a minimum of time and expense. During the workshop, adopters learn the infusion process, as well as techniques for successful implementation and diffusion of the new program.

Services Available

Services such as the following are available to interested school districts on a first come, first served basis: awareness and training materials; three day curriculum workshops in infusion focusing on environmental or career education; one day workshop on Dynamics of Change; Community School Interaction, and Environmental Monitoring; instructional/workshop materials; technical assistance/follow-up services following the workshops for the replicator districts.

* * *

Project Title: Street Academy of Albany - SED #13154

Contact Person: Harriet Gibbons, Principal, 165 Clinton Avenue, Albany, NY 12210, Telephone: (518) 472-7528

Project Description

The Street Academy of Albany is an alternative form of education, a full-time non-graded school which used the city as a significant portion of its curriculum and classroom. It is designed to meet the needs of youths between the ages of 14 and 18 years old, who are present or potential dropouts for reasons of alienation, non-achievement, chronic truancy, and disruptiveness. The Street Academy is located in an open classroom environment, close to the street. The staff and volunteers from local institutions use special techniques to meet the needs of these students. Students are able to complete their high school diploma and are eligible for college entrance and job training. They gain a better insight into their own potential and learn how to meet it.

Services Available

Services such as the following are available to districts with similar needs on a first come, first served basis: project awareness and training materials, audio video packages, training workshop for teaching and administrative personnel and continued technical assistance/ resource contacts for the replicator districts.

* * *

Project Title: Ethical Values Education Through Critical Thinking and Interdisciplinary Studies - SED #13164

Contact Person: John McNair, Ralph Perry Junior High School, New Hartford, NY 13413, Telephone: (315) 724-9861

Project Description

The project approach is one which teaches students to formulate a solid valuing system via reasoning skills while emphasizing the interdisciplinary nature of life. It is a multi-level/discipline approach which can be implemented at any or all levels. Special related programs are also available: Humanized Mathematics, Outdoor Education, Psychocybernetics (self image and goal striving), Foreign Language in Careers, Archeological Dig, Food Waste Prevention, Community Recycling Project and Teacher Center. The project aims to orient interested volunteer teachers and their administrators in the Simon, Raths, Kohlbert thrust in Values Education and then to train them in the specific techniques for immediate classroom implementation. The program, now in its fifth year in New Hartford, has been implemented in K-12 despite the volunteer nature of the teacher-training program. Students show a significant increase in moral reasoning skills as compared to control-group schools.

Services Available

Services such as the following are available to interested school districts on a first come, first served basis: project awareness and

training, manuals, materials, staff training workshops of two to four days, follow-up lesson development experiences and continued technical assistance to adapter districts.